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ABSTRACT

In January 1976, Colgate University offered its first Winter Wilderness Survival Program in conjunction with the North American Wilderness Survival School (NAWSS). This post-program evaluation summarizes background of the three-week program, with attention to the leadership, program aims, how the course was publicized, and how it developed month by month, along with an account of communications difficulties experienced with NAWSS. Descriptions of the three phases of the program (at Hamilton, at the Colgate Camp at Upper Saranac Lake, and the nine-day field phase in the Dix Wilderness area) are given, including notes from a journal kept during wilderness camping. Comments from evaluations done by the nine students appear in the report as well as instructor's conclusions and recommendations on early planning, group size, clothing and equipment, the mix of indoor and outdoor training, recruitment, assessment mechanisms, and photographic records. Information in attachments includes a publicity sheet, registration form, outline of activities during the Hamilton phase, course evaluation sheet, cost breakdown, and list of students and instructors who took part in the program. (NS)

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THE COLGATE UNIVERSITY WINTER WILDERNESS SURVIVAL PROGRAM

JANUARY 1976

Peter C. Haskell and Robert Milner

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"I would go so far as to say that I have never learned more in such a brief time period."
From one student's assessment of the nine day field period of the Colgate Winter Wilderness Janplan.

Like so many other January Special Studies programs, and off-campus study group courses, the Colgate Winter Wilderness Survival Janplan (CWWS), involved considerable preparation and commitment on the part of instructors, in addition to substantial costs to students. Because of the magnitude of the planning and other costs and because both appear to have been realized in a positive evaluation of the program by student participants, we believe that it is worth reviewing how the program evolved, some of its successful and failed aspects, and suggestions that could be helpful in planning further such ventures in the future.

I. BACKGROUND AND PLANNING

A. Leadership: When the Janplan was first conceived, in March 1975, neither Milner (Colgate's Head of Recreation) nor Haskell (Associate University Librarian) had experienced the kind of extended group winter wilderness venture that they envisioned. Their long standing interest in experiential education in a wilderness setting and awareness of the recreational potentials for winter backpacking provided the catalysts for the running of the program. Haskell, a backpacker with an enthusiasm well grounded in his ignorance of the complexities of the planning of such a program,[1] had already arranged to attend a three week course in expedition leadership for educators at the National Outdoor Leadership School (NOLS), in Lander, Wyoming, in the summer of 1975. Milner, by dint of several years of involvement in expedition planning, was better prepared, but inexperienced in a winter setting.[2] The unique expertise of someone trained in instructing in a winter survival situation was the crucial element that Colgate lacked; Haskell's encounter with Joseph Jastrab, then Chief Instructor of the North American Wilderness Survival School (NAWSS), during a weekend expedition in March, provided this missing element. With a written commitment from NAWSS to provide two instructors for the program, planning began in earnest in April 1975.

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[1]And in spite of such warnings as that of Jonathan Fairbanks, Director of the SUNY Potsdam Wilderness Workshops, that "Establishing a high quality wilderness program is a rather extensive and delicate undertaking ... for so many things can go wrong so easily." (In a letter dated April 17, 1975.)

[2]Milner, in notes concerning the Janplan: "Did not have my heart in it at first, mainly because of a deep feeling of inadequacy - felt that I should have more formal training myself before attempting to instruct others. Despite this, both of us (Haskell and myself) were compelled to overcome our inadequacies in order to help hold down the cost to students. (Professional instruction was expensive.) Generally, I feel that all instructors involved in this sort of project must be completely involved."

If the program was to appeal to enough students, it was felt that it would have to be kept relatively inexpensive--less expensive, that is, than those winter courses offered by NAWSS, or its better known competitors, NOLS and Outward Bound, who charged over $500 for courses similar to the one which was envisioned. By eliminating one instructor, NAWSS agreed to keep the cost of their contribution to $200. Because of other commitments during January, Milner would be unable to join the group for the crucial field phase of the Janplan, but a student, Cameron McNaughton, who had had substantial winter camping experience, was recruited to provide some experienced leadership. We agreed that Milner, Haskell, and McNaughton would plan, publicize, and instruct in the first two weeks of the program. The group would spend one week in Hamilton and another at the Colgate Camp, in Upper Saranac Lake; a nine day field phase in the Dix wilderness area, under the guidance of Joe Jastrab, assisted by Haskell and McNaughton, would follow. This configuration allowed us to keep the total fee at $250 (See attachment F.)

B. Aims of the Program: Before writing a description of the program for the January Special Studies Program Catalog, Milner, Haskell, and McNaughton informally agreed at a meeting in April 1976 on several purposes for the program; others emerged in the course of further planning. Although some were only informally described in the Janplan description and others barely articulated at all, we believe that it is fair to spell them out as the folfowing: (1) Instructing in techniques of what NOLS refers to as "practical survival" (as opposed to "catastrophe survival") in a winter wilderness setting; (2) relating for Colgate students the University's proximity to and links with the largest wilderness park in the United States; (3) sharpening students' perceptions of the wilderness, through living in the woods, instruction in woodlore, comparing western with primitive views, sketching, etc.; (4) exploiting a valuable but little used Colgate resource: the Colgate Camp, in winter; (5) offering some instruction in winter recreational activities, such as light touring cross country skiing and ice fishing; (6) increasing the expertise of the faculty members and student instructor regarding expedition planning skills; (7) providing a shared group experience for students and faculty members; (8)giving participants perspectives on such related alien environments as the experience of colonial soldiers at Valley Forge.

Student objectives, which were spelled out in their application forms, were helpful in giving us a feel for directions that the Janplan should take. In retrospect, it must be said that a great deal of time was spent on planning for equipment and clothing and specific aspects of the curriculum, but too little time on philosophy, goals, or objectives. Some of the aims listed above never were realized in any significant fashion (For instance, #8, which is potentially one of the most interesting elements of survival training. In addition to relating the experience to the Bicentennial--by suggesting Kantor's Valley Forge as a source for discussion--it is clear that other contexts, such as the Holocaust or the Gulag, could have made for provocative comparisons.)

C. Promoting the Program: Convincing students to invest $250, plus the cost of special clothing and equipment, for a Janplan based in the greyness of a New York January demanded more public relations than is provided by a simple description in a catalog. We therefore prepared an explanatory

broadside (See Attachment A.), with the help of a student artist, Ms. Jacqui Wong; numerous copies were posted on campus. A special effort was made to publicize the program to women students (by posting copies in women's residences, alerting the Dean of Freshmen, and sending copies to the Women's Caucus), since we expected that the apparent rigors of the program would make it more attractive to men. At the same time, we made a clothing and equipment list available (Attachment C) which indicated to interested applicants the magnitude of investment that might be needed, in addition to the program fee. An application form (Attachment B) stressed the rigorousness of the program. In October, Milner and Haskell held an information meeting for all students who had indicated an interest in applying; they also informally mentioned the program in classes and to individual students. By November 8, registration day, six freshmen and three juniors--a skewing that may reflect upperclass commitments to concentrator-- or vocational-related Janplans.

D. Planning Sequence:

March: Milner and Haskell agree to sponsor Janplan.

April: Compose description of program and submit it to University Studies Office. General agreement from NAWSS. Arrange for student instructor, Cameron McNaughton.

May: Milner, Haskell, McNaughton informally agree on goals.

June: NAWSS and Colgate settle on a charge of $250.- per student (minimum: 7 students) and will provide one instructor ($200 per student to go to NAWSS).

July: Haskell attends NOLS special course for educators.

August: Contact Bob Sheldon to secure Colgate Camp.

September: Publicity broadside designed and distributed. Requisition funds from University Studies for some expenses (See Attachment F). Ask Edwin Ketledge, Professor of Forest Botany at SUNY College of Forestry and Environmental Studies, Syracuse, to talk to group about his work regarding ecological implications of hiking in the Adirondack High Peaks Region. Write letter to equipment suppliers asking for discount. Compose and type up clothing, equipment, and food list.[3]

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[3]"Clothing list was well thought out and in the long run most items proved to be a necessity. In the future we should 'stick to our guns', and expect people to comply with the list as per the problems with Cam's feet. Participants should be strongly urged to buy some of these items at surplus stores, etc. in an effort to keep costs down. Outing Club equipment inventory simply not adequate to support the group needs." (Milner)

November: Weekend meeting of Milner, Haskell, McNaughton, and Jastrab, to discuss elements of the CWWS Janplan, and introduce Jastrab to the Colgate ambiance. Brooks Stoddard, faculty member and former X-C coach at Bowdoin, and his wife Louise, agree to join the group for some X-C instruction. Place an order for clothing and equipment with Ed Bielecek, Utica area outdoors professional. Secure agreement of Prof. Ronald Hoham to discuss his work on Adirondack snow algae with the group. Determine rental equipment needs and forward list of items to RJH Rental, Somerset, N.J.

December: Students given physical examination forms to return after vacation.

Needless to say, throughout the entire planning period, Haskell and Milner did a vast amount of reading relating to expedition planning and winter camping. Mr. W. Bradford Haskell, formerly of Great World, Simsbury, Connecticut, provided many useful sources of information and guidance.

E. Communications Problems with NAWSS: During the planning phase of the Janplan, the role of the North American Wilderness Survival School was, in Milner's words, "always a nagging question mark"--or at least became increasingly so, as January drew near. In so intimate a situation as an extended wilderness encampment, the personality of the leader, can be a crucial factor. After working with Jastrab for a weekend, Haskell was convinced that he would be a suitable leader and Haskell's first overtures to the School were made specifically to Jastrab. Jastrab and another instructor, John Ritchie, were quick to follow up on Haskell's letter with a phone call followed by a preliminary agreement from Ritchie and a final settling of costs ($200 to NAWSS) on June 9. A written note from Ritchie, in July, confirmed that Jastrab would be leading the group--good news that we should have pinned down at an earlier date. At no time was there any communication from Jay Reichbach, the Director of the School.

From July on, communications between Colgate and NAWSS became alarmingly vague. Questions regarding a suitable clothing and equipment list, the possibility of Jastrab's meeting with Milner and Haskell, the availability of rental items (snowshoes, mickey mouse boots, parkas, sleeping bags, etc.), and our mutual expectations of the Janplan went unanswered. The NAWSS telephone number had been changed and never seemed to rouse an answer. On October 31, Jastrab finally responded to a letter and, much to our relief, indicated that all required equipment would be available and that he was prepared to come to Hamilton for a visit on November 15. During November and December, communications continued to wax and wane, making it difficult to pin down specific details related to rentals, liability forms, and other minor items.

In retrospect, it turns out that NAWSS was experiencing reorganization problems and that Jastrab and Ritchie's relationship to the School was becoming increasingly unclear throughout the fall. An underlying source of confusion and apprehension during much of the planning phase was the fact that Milner had never met either Reichbach or Jastrab, which made it even more difficult for him to assess the reliability of NAWSS. Unfortunately, the halting communications with NAWSS continued even through the second week of the Janplan. Jastrab was unable, as planned, to join the

group at Saranac until Friday, January 16, making the departure from Saranac less relaxed than it could have been.

II. WINTER SURVIVAL IN HAMILTON

The Old Farmer's Almanac predicted a hefty winter, and on January 5 students returned to a winter setting which provided a foretaste of the month's work. The guiding assumption of the first two weeks of the Janplan was that some of the elements of survival can be taught in a cognitive fashion, indoors. Students were later asked to assess the Hamilton week and the following reflects some of their reactions and those of the instructors (See attachment D for an outline of the first week.)

1. The Desert Survival Problem.[4] The program started with two hours devoted to this exercise, which emphasizes the value of concensus decision making. Student reaction was entirely favorable and the exercise appears to have provided a point of reference for group decisions throughout the program. The exercise had been successfully used several times before by Haskell.

2. An informal slide introduction to the Adirondacks: Students were enthusiastic about this early session, but expressed a desire for more detailed information, especially in regard to the location of Saranac and Dix. Maps or slides could have been a useful teaching aid.

3. Hypothermia and Frostbite: We handed out an article[5] in advance and used a taped reading of a tale of death and survival[6] as the basis for discussion, and followed the latter with a copy of an analysis of that incident.[7] Students generally found the tape too long, and in their evaluations (which were written before the wilderness field phase) said that the session was too detailed or elaborate (One student wrote: "We spent five times too much time on this"). Our experience in the Dix area at -30° indicates, however, an urgent need to educate people about both of the topics; it remains a puzzle as how to best accomplish this.

4. Ketledge on the High Peaks: A dinner at the Colgate Inn and

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[4]Lafferty, J. Clayton. The Desert Survival Problem (Published in 1972. Available from ELM, Suite 1022, 1200 6th St., Detroit, Michigan 48226. See also The Manual for the Desert Survival Problem, same distributor.)

[5]Nourse, Alan E. "Cold Weather Killers: Hypothermia & Frostbite." Backpacker, no. 4, 36-39, 81-83.

[6]Morgan, Ted. "The Outing." Esquire, November, 1974, 164-165, 185-190.

[7]Bangs, Cameron. "Sudden Survival." Off Belay, December, 1974, no. 18, 10-17.

including Ketledge was regarded by most students as too stuffy an affair, but Ketledge's talk was applauded.

5. First Aid (taught by Paul Darnell, a local resident knowledgeable about the topic): In the view of some students, this should have been a longer session. The instructors are convinced that this was just about a perfect amount of time to devote to a virtually endless topic. Particularly useful was the instructor's relating the business of first aid to the specific situation of a student in the group who had suffered epileptic seizures.

6. Ice fishing: A novel experience for most students, this event was acclaimed by everyone ("a highpoint of the week.") Milner, the expert, suggests that survival aspects of ice fishing could be developed for a future program.

7. Nutrition (taught by student Amy Finkle): Comments indicate that more time could have been spent relating the basics of nutrition to cooking and eating in a winter wilderness setting. Perhaps others could have been involved in preparation of this instruction.

8. Snow Algae (Hoham): Judged by many students as rather esoteric, although the amount of discussion about the talk during the field phase seemed to indicate that the talk had been valuable, after all. One purpose of the talk was to relate ongoing research at Colgate to the Adirondacks.

9. Food planning for Saranac week (discussion led by Haskell): almost universally declared by students to have been a disaster ("unorganized", "horrible", "an irrational farce... bickering brought out the worst in everyone") it is regarded by Milner, Haskell, and McNaughton as a success. The topic of food appeared to have stimulated the first frank sharing of opinions in the group. The fact that the resulting meals at Saranac were of excellent quality (and cost a modest $3.00 per person per day) seems to prove that the session was a creative one. Perhaps the session would have been found more palatable had it been more openly presented as an experience in group decision making, with some time devoted afterwards to a discussion of its effectiveness as such.

10. Food purchasing (optional): regarded by some as educational ("gave me practical experience in buying food for groups"). Most of the shopping was done at the Warehouse, a cutrate grocery near Clinton, N.Y.

11. Sketching session (with Mrs. Helen Brown, a local art teacher knowledgeable about the outdoors): A small sketch pad was suggested as an optional piece of equipment on the clothing and equipment list. The small group which attended this session seemed to profit from it ("This nudge to get me sketching has paid off in considerable satisfaction.")

12. Baking (on Saturday and Sunday afternoon, various group members used the ATO and Saga kitchens for the cooking of lasagna, logan bread, and wheat bread): The products of these enthusiastic sessions were a welcome asset in the week at Saranac.

III. AT THE COLGATE CAMP

Emerging from the woods at the end of the first trek of the Janplan, at least a few members of the group shared the feeling that the week at Hamilton and Upper Saranac had done little to prepare us for the rigors (some would call them terrors) of winter camping. Nevertheless, the week at Saranac stands as a brilliantly beautiful and memorable winter experience--the charming use of a too little used Colgate facility. Fortunately, we found at Saranac excellent weather and a good deal of snow in which to gain our snowshoe legs.

Opinions differ as to whether the Saranac week should have been more structured. We spent hours on X-C skis and snowshoes, tramping across the ice in the moonlight, sharing knowledge about the Adirondacks, and working together. Some short instruction was offered in the evenings and included the use of stoves, geology, ski waxing, and expedition behavior. The Stoddards joined the group midway through the week and whet people's appetite for X-C skiing. Milner on the week at Saranac:

> A very positive experience, despite not being as structured as it should have been. Again a printed time schedule and list of activities probably would have helped. More experienced people were restless to "get on with it" while inexperienced people needed more practical work.
>
> Ice fishing was fun but not terribly productive. Meals were never a problem and students ended up producing some fantastic menus. I feel the comradery developed during the week at Saranac went a long way toward strengthening the group for the ordeal that awaited them.
>
> Weather at Saranac was fantastic during this week, alternating snow and crisp, clear days. Nordic activities (X-C skiing & snowshoeing) were easily stressed and planned. Sessions with the Stoddards were excellent, especially for newcomers to the sport.
>
> Colgate Camp was adequate as a residence facility; however, I feel that it would have been very difficult to have stayed any longer with a group as large as ours. Winter usage puts a lot more strain on the facilities and the camp is simply not set up for that sort of use. Examples of things which need to be done are: rehabilitation of the outhouse, winterizing of kitchen area and two heated cabins. It was, however, a great setting for the type of activities we were doing and conducive to getting the participants psyched for the winter activities.

At the end of the week, NAWSS's Joe Jastrab arrived and, coincidentally, subzero temperatures set in. Friday afternoon was devoted to last minute planning, dividing the group into tent mates, etc., on Saturday, Jastrab distributed food and equipment and the group went on a shakedown hike. On Sunday the first big snag of the program developed when the cars, that had been given only desultory attention during the preceding few days, refused to start. Hours were lost before the group finally got underway towards Keene Valley and the Dix Wilderness Area. McNaughton, who had suffered

frostbite at an earlier date but who was intent on doing the final trek in leather mountain boots, insulated by "super gaiters," instead of the cumbersome "mickey mouse" boots that had been rented from an outfit connected with NAWSS, began to experience some difficulty with his feet.

IV. CAMPING IN THE DIX WILDERNESS AREA

A. The Forest at -30°: Notes from a Journa :

*Sunday, January 17: A last stop at Ma Shafer's outfitting shop in Keene Valley, to replace a broken water bottle, etc. By twilight we were camped next to the South Fork of the Bouquet River--so late in getting started that we were unable to seek a campsite beyond the sound of traffic on Route 73, but traffic is seldom, and at last we're in the woods. Walking in the new snow is good and the venture feels as refreshing as a dive in the ocean.

*Monday, January 18: -30°. The first morning quickly reveals the limitations of talk and decisions regarding winter camping held in heated rooms. Up at 7:00, members of our cook group draw water from a hole cut in the ice and prepare oatmeal for all. Other members of the group emerge from their tents--clumsy figures, complaining of cold feet. Cameron says: "I think my feet are gone." One student disappears into a tent to thaw her feet on Joe's stomach. Someone asks me "how are you doing?", and I realize that all feeling has left the first two joints of four of the fingers of my right hand; I thrust them into one of my armpits and warmth flows back into them. "How do you eat frozen cheese?", someone asks. Everyone doing a hectic dance, to stay warm. Cam opens his boots: the soles of his feet are white. We assemble the group and send them out of the woods on a short hike to the base of Makomis Mountain, and Joe and I evacuate Cam to Keene Valley Hospital. Enroute, I bite into a piece of frozen cheese and lose a tooth cap, which has the effect of transforming me into a disreputable looking mountain man. At the hospital, ancient Dr. Goff advises Cam: "You'd better move to Florida young fellah." Cam thaws his feet in a bathtub. He will be picked up by a Colgate friend. I feel like a soldier returning to the front lines. Joe and I return to a depressed looking group of students; their having lost a day because of car trouble and the evacuation, and seeing one of their experienced leaders carted off to the hospital, was a double blow. Some students complain that what was to be a momentous nine days in the wilderness has been cut back to an insignificant week. Others express alarm at the loss of one leader. Joe is still pretty much of an unknown quantity to the students and I have faith that we can fill the gap left by Cam. Open discussion about our problems, and a hefty climb up Makomis, seem to resolve our worries. Tonight, we feel like hardened veterans of the cold.

*Tuesday, January 20: Our first long hike--several miles along a sparsely marked hunter's trail near the Bouquet. We camp on a hillside overlooking the stream. I'm occasionally finding it irritating to be tied to a group, which seems to have a sluggish will of its own. The first solace I find is when I clump off after supper (bulgar dinner) for a long crap and survey the group in the distance. My peace of mind is restored.

*Wednesday, January 21: We're making slow progress and it is clear that we won't be climbing the slides of East Dix. We're definitely "here",

I think, as we make camp on the side of Elizabethtown Number Four (2602 feet): snow is falling and it's the first sense I've had of the serenity of winter camping. We form a circle and with cries of "Yahi, Yahuck", swing our arms up and down, bidding God to grant us clear weather for our climb further up the mountain. Joe suggests that each of us find "our spot" in the woods and relate to it by feel, touch, smell, taste--any way except the usual western way of sight. Having built a couple of successful fires, I am ready to offer fire building instruction; by using an outrageous quantity of birch bark and twigs, I produce a magnificent fire. We are covered with snow. Stand around the fire talking about decent food. I find something important to like in every member of the group.

*Thursday, January 22: We climb E Town 4, shielding our faces from the wind, and arrive at a shelf on the other side of the mountain, depleted of energy. We pitch our tents cheek by jowl. (The encampment with its multi colors and stooped figures looks like a Breughel painting.) -20° and a couple of people appear hypothermic. I suddenly feel that the sole virtue of winter camping is that it makes one appreciate camping in spring, summer, and fall. Dinner, mostly prepared by Joe, revives our spirits. Some of us climb back to the peak and look at the surrounding peaks in the starlight.

*Friday, January 23: We climb Spotted Mountain, unfurling Garry Sheldon's flag, which we borrowed from Saranac. A long tiring but exhilarating day. Joe sacks early. We are a closely knit group: I go to pour warm water from a billy can and find six cups thrust in my direction....

*Saturday, January 24: Up late. A short walk to Lilypad Pond. Debates and talk about the virtues of a solo bivouac.

*Sunday, January 25: Randy packs up and disappears for an overnight solo. Alex has selected a log. Amy is across the lake. Barbara brings a sleeping bag. John is gone and returns with tales of an elaborate abode. Dean vows an architectural wonder. I follow Ed back to his trench, a neat set up with fireplace. Jim is clearly at work on a major excavation on the far slope. Henry is off, undoubtedly well equipped as always. Joe and I put the finishing touches on a snow cave on the lake. It's the most comfortable sleeping place I've been in, in 8 days.

*Monday, January 26: Rain--the first of the nine days. We slog out of the woods. Joe stops us before we bound back to the car and suggests some contemplation of the forest. It's a moving end to an incredible nine days. We're grubby and healthy and together. Amy's parents give us a heroes' welcome.

B. Some Comments on the Dix Experience: It was the coldest January recorded in years; perhaps for that reason only two members of the group of twelve that had headed into the woods on January 18, emerged on January 24, free of some sign of frostnip (superficial frostbite). As William Mills points out in a recent article on frostbite and hypothermia,[8] "The cold

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[8]Mills, William. "Out in the Cold." Emergency Medicine, January, 1976, p. 134-147.

can work terribly quickly." McNaughton appears to have been a victim of his reluctance to wear insulated boots (as well as the instructors' acquiescence in the decision)--although in view of the severe cold of the period and slow pace of the trek, even these might have offered him too little protection against a recurrance of the severe frostbite which he had suffered on an earlier outing. The lack of cold weather hiking experience on the part of Milner and Haskell had made it difficult for them to assess the potential dangers to McNaughton in advance. According to Jastrab, the incidence of superficial frostbite was unusually and unaccountably high, in his experience. Most probably, the presence of only one seasoned instructor during the encampment meant that Jastrab was spread too thin to be as alert as possible to signs of it in his ten companions. Fortunately, noone suffered anything more than superficial blistering of the fingers and toes, although in two cases the person's hands or feet were quite sore for as much as a week after the end of the Janplan (one spent a day in the Colgate Infirmary; the other was treated at home by his father, a doctor). When Haskell mentioned the high incidence of frostnip to a friend back in Hamilton, the friend showed him blistered fingers that he himself had acquired one day when he was jogging in the village during January. It was just plain cold that month!

In a written course evaluation(for format, see attachment E), students were unanimously enthusiastic about the field course and the Janplan in general. Jastrab received high marks for the excellence of his instruction and

Rocky Peak, from Lilypad Pond (from the sketchbook of a member of the Colgate Winter Wilderness Survival Janplan expedition)

his apparently infinite patience. Some students suggested that instruction in the final nine days seemed at times, in one student's words, "a little haphazard." All of the students assessed the field course as "about right" in length. One of the most important byproducts of the experience seems to have been the quality of the relationship among group members: everyone felt that they had become very close to their fellow students and the instructors.

V. CONCLUSIONS AND RECOMMENDATIONS

1. Early planning: The Colgate Winter Wilderness Survival Janplan evolved over several months, and with a zest that may be characteristic only of enthusiastic amateurs. Nevertheless, attempts should have been made to more exactly pin down the relationship between NAWSS and Colgate at an earlier date.

2. Group size: Winter demands that extra close attention be given to students, and with the lack of expertise of one of the two instructors, even as few as nine students may have been too many. Two experienced instructors for 8-12 students would probably be optimal. The combination of amateur and professional leadership, however, had its advantages in providing a Colgate-based link. It would be desirable for Colgate to have a faculty member well trained in expedition leadership. (Milner will attend a NOLS course during July 1976 which should help).

3. Clothing and equipment (See Attachment C and footnote 2, above): More emphasis could be made on the availability of inexpensive second hand and surplus clothing. Arrangements for discounts for the group were very time consuming and should be dispensed with, in the future. Course leaders should agree in advance on which items they will be flexible, to avoid the kind of situation that occurred when one member of the group had to be evacuated, possibly because he was not wearing the recommended footwear.

4. The mix of indoor and outdoor training: Ideally, all survival instruction should take place in the outdoors, but realistically the use of classrooms and such facilities as the Colgate camp can be a great money saver, and the indoor experience can be useful in helping to quietly bring the group together. In any case, if a professional instructor is to join the group for a field course later in the program, he should do so several days before the end of the indoor phase. More frequent winter use of the Colgate camp should be explored. (See also paragraph II, above.)

5. Recruitment: The price tag of such a program as this one probably precludes participation by anyone except more affluent students. Means for attracting a broader sector of the student community (scholarship money, better communication), including non-whites, should be explored. An open and well advertised information meeting should be held early in October. Slides of past programs could be helpful.

6. Feedback: Assessment mechanisms for all three phases of the course should have been prepared in advance and distributed at the end of each phase.

7. Photographic record: Extreme cold days play havoc with the cameras. If a record of the course is seen as useful for publicity purposes, perhaps measures

should be taken in advance to assure that there are decent cameras among the group members (one group member was armed with an inexpensive Kodak Pocket Instamatic; unknown to her, it was not functioning for any of the fifty slides which she took.) and maybe even set aside group money for cost of films.

* * * * * *

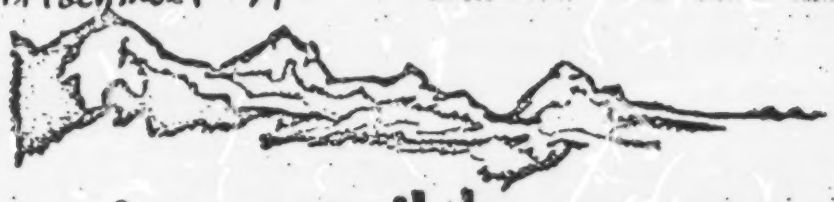
Rachel Kaplan points out that positive changes may be expected from a survival experience:

> ...a greater sense of concern for other people, a more realistic outlook of one's strengths and weaknesses, a greater self-sufficiency in the use of one's time and talents, and a rather positive view of oneself.[9]

Whether indeed such changes will have been among the long term results of the Colgate Winter Wilderness Survival Janplan remains to be seen. In any case, from all reports, this Janplan appears to have received high marks, and another such program would be worth repeating in future Januaries.

9Kaplan, Rachel, "Some Psychological Benefits of an Outdoor Challenge Program." Environment and Behavior, March, 1974, 6 (1), p. 115.

Attachment A



JANUARY 197

winter wilderness survival EXPLAINED

PHYSICAL EDUCATION J-310	Winter Wilderness Survival Mr. Milner/Mr. Haskell
MAXIMUM STUDENTS:	11
LOCATION:	Hamilton, Saranac Lake and the Adirondack high peaks region
OPEN TO:	1, 2, 3, 4
PREREQUISITES:	Backpacking experience desirable but not necessary.
SPECIAL REQUIREMENTS:	This program does not require unusual fortitude but students should be in good physical condition. Permission of the instructor is required. See instructor 2 weeks prior to registration.
EXTRA COST TO STUDENTS:	Approximately $250.00 - in addition certain items of backpacking equipment are mandatory. A limited number of items can be supplied by Colgate while some can be rented for a nominal fee.
PROJECT DESCRIPTION:	This exploration of wilderness living, offered in conjunction with the North American Wilderness Survival school, will stress adaptation to winter conditions in particular, but also cover the skills and attitudes necessary for safe and responsible wilderness travel under all conditions. Classroom sessions will include demonstrations, group practice, and discussion and will be followed by a 9 day field experience in the Adirondack high peaks region. We will examine all aspects of wilderness living, with a view toward acquiring proficiencies and healthy attitudes in such areas as: navigation with map and compass, environmental awareness, ecology, conservation, safety, weather forecasting, foraging leadership, travel on skis and snowshoes, snow shelter construction, bivouac techniques and many other areas of related concern. The life styles of "primitive" people will be investigated in the context of our modern approach to survival training. Emphasis will be given to understanding and coping with the psychological aspects of survival, with the ultimate goal of developing an attitude toward comfortably coping with the potential stress of survival in a wilderness environment.

1 INSTRUCTORS: Bob Milner, Colgate Recreation Director, teaches outdoor education courses and has considerable backpacking experience in the Adirondacks. Pete Haskell, Assistant University Librarian, has years of backpacking experience in the Northeast, the Rockies, and Europe and was Expeditions Counselor at a summer camp in Pennsylvania. He recently attended a special course for educators at the National Outdoor Leadership School in Lander, Wyoming. Cameron McNaughton, student instructor in the Janplan, has extensive mountaineering experience in the Adirondacks and has led trips for the Colgate Outing Club and other groups. This past year he climbed in Scotland, Wales, and France. Joe Jastrab, Chief Instructor of the North American Wilderness Survival School, is an expert in practical survival and wilderness living. He has maximum training in first aid and has led innumerable groups into wilderness areas in N.Y. and Canada.

2 DATES: Approximately as follows: January 5-10 Hamilton; January 11-16 the Colgate Camp, Lake Saranac; January 17-26 so in the High Peaks.

3 REQUIREMENTS: Winter conditions in the Adirondacks can be severe indeed, the course will be run. It will, however, be conducted in a relaxed and

4 ARRANGEMENT OF THE COURSE: The Hamilton days will be useful in setting the background for the course (readings and instructions in expedition leadership, physiology, nutrition, equipment etc.) and the week at Saranac will give members of the group a chance to acclimatize themselves to the cold, to ice fish, cross country ski,

COSTS: The bulk of the money goes to the North American Wilderness Survival School for expert instruction, food, and equipment during the field experience. The rest will go towards transportation to and food at Lake Saranac, supplies, films, etc. A number of clothing and equipment items are essential to survival in the Adirondacks in January and we are making every effort to keep the cost of acquiring (borrowing, renting, purchasing) these down to a minimum. (See Milner or Haskell for list of required items.) The total cost of the course will, in any case, be far less than the cost of any comparable wilderness course familiar to any of the instructors.

snowshoe, etc. The core of the Janplan, however, lies in the high peaks region experience where our learning will be tested in spectacular fashion. Leading this part of the course will be Joe Jastrab, who will be assisted by Haskell and McNaughton.

careful fashion, and no unduly athletic prowe required. (Experience has shown that light weight women and men have got stamina in the kind of situations we will be countering.) If you have any questions about your readiness for the course, please inquire.

For further details and an application form, please contact Bob Milner, 26 Huntington (4104), or Pete Haskell, A1-2 Case Library (4303).

Attachment 13: Application Form

Colgate University
Winter Wilderness Survival Janplan
Registration Form

Name: Last _____ First _____ Middle _____ Birth Date _____

Temporary Address _____ Parent's Name and Address _____

_____ _____

_____ _____

Phone: _____ Phone: _____

Height_____ Weight_____ Blood Pressure ___/_____ (if known)

Street Shoe Size _____

. . . . . .

Have you ever had?

anemia_____, hay fever/asthma_____, head injury with unconsciousness _____, epilepsy_____, Dizziness/fainting_____, chest pain/pressure _____, rheumatic fever_____, heart murmur/disease_____, joint disease/injury_____, trick knee, etc._____, back problems_____, digestive problems_____, recurrent diarrhea_____, diabetes_____, hernia____, appendectomy_____, severe menstrual cramps_____, dietary restrictions _____, Kidney ailment_____ .

Elaborate on these or any other potential medical problems on a separate sheet and attach.

What, if any, medications are you currently taking regularly? _____

_____

Please bring a copy of the prescription with you on the program.

Please list your hobbies and interests aside from those listed below.

_____

Please list the physical activities you are currently engaged in ON A REGULAR BASIS such as: running, cycling, swimming, etc., and the number of times per week _____

Application Form (cont.)

What is the most physically demanding thing you have ever done?

_____

When was that? _____ How long did it take? _____

What experience in leadership roles and/or positions of responsibility have you had? _____

In as few words as possible, please state what you expect to gain from the Janplan experience? _____

What do you expect to give to the course and your wilderness companions during the Janplan experience? _____

Do you evaluate your health as excellent? Yes_____ No_____

If No - explain fully _____

Activity	List Number of Times During Each Season Winter Spring Summer Fall
Day hiking	
Weekend backpacking	
Extended backpacking	
Off trail backpacking	
Rock climbing	
Snow and Ice Climbing	
Downhill Skiing	
Ski Touring	
Ski Mountaineering	
Snowshoeing	
Map & compass work	
First Aid training	

Attachment C, Clothing, Equipment, and Book list, available on request.

Attachment—D:—Outline of Activites, Hamilton phase

COLGATE UNIVERSITY LIBRARY
HAMILTON, NEW YORK 13346
(315) 824-1000

December 19, 1975

TO: Bob, Cam, (Joe)

FROM: Pete ph

RE: Instructors' Plans, Jan 5 - 10

My understanding of our plans is as follows--let me know of suggested changes, please.

Day	Time	Meeting Place	Instructor(s)	Topic
Mon., 1/5	9:00-11:30 a.m.	Library (Langworthy Room, 2d Floor)	Pete	Group exercise
	1:00-2:30 p.m.	Outing Club	All	Check in clothing and equipment
	2:30-5:00 p.m.	Outing Club	Cam	Packing a pack, equipment
	7:30-9:30 p.m.	?	Cam	Adirondacks
Tues., 1/6	9:00-10:30 a.m.	Library (Langworthy)	Bob	First aid
	10:45-11:45 a.m.	Library (Langworthy)	Cam	Clothing
	1:00-4:30 p.m.	Outing Club (to Bonney Hill)	Cam Bob Pete	Tents Campsite selection Sanitation
	6:00-7:30 p.m.	Colgate Inn	All	Dinner with Ketledge
	8:00-10:00 p.m.	Lathrop	Ketledge	Adirondacks and hikers
Wed., 1/7	9:00-10:15 a.m.	Library (Langworthy)	Pete	Hypothermia
	10:30-11:30 a.m.	Library (Langworthy)	Cam	Frostbite
	1:00-5:00 p.m.	Outing Club (and to Lake Moraine)	Bob	Ice fishing
	7:30-10:00 p.m.	?	All	Everest film and discussion of expedition

Hamilton phase (cont.)

Thurs., 1/8	9:00-10:00 a.m.	Library (Langworthy)	Finkle	Nutrition
	10:15-11:45 a.m.	Library (Langworthy)	Bob	Map and compass
	1:00-5:00 p.m.	Outing Club	Bob, Cam	Orienteering
	6:30-8:00 p.m.	Haskell's house	All	Chili and corn bread
	8:00-10:00 p.m.	Haskell's house	All	Ron Hoham
Fri., 1/9	9:00-11:00 a.m.	Library (Langworthy)	All	Menu planning
	12:00-2:00 p.m.	?	All	Cooking, stoves
	2:00-?	Outing Club (to stores in town)	All	Buying and sort food
Sat., 1/10				
Sun., 1/11	Rest			
Mon., 1/12	9:00 a.m.	Outing Club	All	to Saranac

At Saranac, Louise and Brooks Stoddard will join us, to instruct in X-C skiing. Each of the students is going to be prepared to teach a short session regarding such things as the Adirondacks, Indian life, Geology, etc.

Other notes: I plan to xerox a couple of short articles to have read, including a good overview article on the Adirondack Park (from Backpacker; to read in anticipation of Kittledge). Let me know if you want me to dig out and copy anything for you. Ron Hoham, Biology, has expressed an interest in joining us, to discuss his work on snow algae. I will not be able to participate on Thursday [redacted] because of a library commitment.

Attachm. E

COURSE EVALUATION
ADK Field Experience
Colgate Univ. JanPlan(1/17-1/26/76)

NOTE: Please take your time and put some serious thought into this evaluation. Your honest feedback is necessary for both the growth of the course and the personal growth of the instructor. Please give specific examples along with general perceptions whenever possible.

Did the course meet your needs?
If not, what needs were unfulfilled and why weren't they fulfilled?

Are you satisfied with the amount of energy you put into the course?

Was anything not covered in the course that should have been covered?
Should parts of the course have been more emphasized?
Examples:

Should parts of the course have been depleted or strongly de-emphasized?
Examples:

Were you satisfied with the method of presenting the topics?
If not, state recommendations for changes in the teaching approach.

Were you satisfied with the performance of your instructor?
Was he properly prepared?
Was he knowledgable in the areas of instruction?
What characteristics of the instructor were you pleased with and recommend he continue, if any?

What could he have done to make the course better?

How would you rate this course in regard to its value to you in preparing you for safe and responsible wilderness travel?

Was the field course too long_____ about right_____ too short_____

In terms of knowledge and experience gained, how would you evaluate this course compared to other college courses you have taken of comparable length?

Compared to other Colgate courses you have taken, how close did you get to:

Other students?

The instructor?

Some school administrators do not see wilderness survival instruction as valuable or relevant in our modern educational system.

Do you agree?

If not, what have you learned from this course(or past wilderness experiences) that can be applied to your everyday life?

Further comments:

Your instructor's name JOE JASTRAB

Your name(optional) _____ Age _____ Major _____

Attachment F: Cost Breakdown

BUDGET BREAKDOWN

There were basically two sources of funds utilized for this January project. The first was a grant from the Division of University Studies to cover expenses incurred by the faculty members in the course of this project. The other source of funding was the fee paid by students. Charges listed below are broken down into these two categories in an effort to maintain clarity. The fee paid to Dr. Ketledge for his presentation came out of the Outing Club budget and the lecture was sponsored and advertised as a Club event.

	Jan Plan		Faculty Grant
INCOME:	2250.00	Participation Fees	$195.00
	105.00	Rental Fees	
	36.79	Gas Credit From University Vehicles	
	$2391.79		
EXPENSES:	1800.00	N.A.W.S.S. Fees	46.00 Food Costs
	291.60	Equipment Rentals	75.00 Camp Rental
	186.56	Transportation Charges	50.00 Transportation Chgs.
	82.00	Dinner at Inn	7.00 Film & Development
	9.42	First Aid Supplies	2.89 Topo Maps
			8.56 Ski Waxes
	$2369.58		$199.45

Ketledge Lecture $25.00 - charged to Outing Club

ATTACHMENT G: LIST OF PARTICIPANTS

1. Students:

Name	Home Address	Class	Colgate
Ely, John	307 Brandywine Drive Marlton, New Jersey 08053	1979	CU 2008
Finkle, Amy	39 S. Hollywood Avenue Gloversville, New York 12078	1977	
Finklestein, Henry	599 Third Street Brooklyn, New York 11215	1977	
Gaylord, Pandy	8813 Blue Jay Circle Salt Lake City, Utah 84121	1979	CU 1335
Kistler, Alex	52 Maffet Street Wilkes-Barre, Pa. 18702	1979	CU 2073
Lamphere, Barbara	5212 Falmouth Road Washington, D. C. 20016	1979	CUA 168
Lewis, Jim	8 Kona Road Darien, Connecticut 06820	1979	CU 3027
Wise, Dean	26 Del Rio Drive Rochester, New York	1976	CU 286
Zughaib, Edward	407 S. Crouse Avenue Syracuse, New York 13210	1979	CU 719

2. Instructors:

Haskell, Peter	RD 2, Hamilton, N. Y. 13346 Associate University Librarian Colgate University
Jastrab, Joseph	P. O. Box 488, Highland Lakes, New Jersey 07422 formerly Chief Instructor, North American Wilderness Survival School
McNaughton, Cameron (Class of 1977)	28 West Meadow Road Setauket, New York 11733 Class of 1977, Colgate University
Milner, Robert	Eaton Street, Hamilton, New York 13346 Head of Recreation, Colgate University